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he requested that one of the plague sheds at Alleppey might be utilized for the purpose.

Dewan's reply.—There is a hospital now at Trivandrum for incurables, which is not at all full and to which the incurables of Alleppey may be sent. But unless segregation is made compulsory, nothing can be done. We shall enquire into the matter. In regard to the proposal to use one of the plague sheds at Alleppey for the purpose temporarily, that also will be considered.

56. *Veterinary hospitals.*

Mr. M. Madhavan Tampi (Member, Kalkulam Taluk) suggested the establishment of Veterinary hospitals. The cattle in his Taluk numbered about twenty-five thousand, and in all the southern taluks, about a lakh and fifty thousand, and every year a great number of them was being attacked with various diseases and finally lost to the agriculturists. This, he attributed to the want of proper treatment, and said that a Veterinary hospital in the Division would secure the necessary relief.

Dewan's reply.—We have a Veterinary officer. It is part of his duty to tour through the State. Kalkulam will no doubt get a share of his services.

VII. Education.

57. *Primary education and manual training in primary schools.*

Mr. C. Krishna Pillai (Member, Trivandrum Taluk) said that, in the introduction of manual training, the initial step was taken by Government during the administration of that talented and generous minister Mr. V. P. Madhava Rao, the father of the precious institution of the Sri Mulam Popular Assembly, but that his generous attempt somehow fell through, and that the country was looking forward to the present Dewan to carry out the scheme. He remarked that the existing system of education was one-sided in that it developed the literary side and produced men fit only for Government service. The supply in that respect was greater than the demand. Manual labour was being regarded as below one's dignity. They were feeling helpless and Government were not coming to their help. The member dwelt upon the merits and advantages of manual training and knowledge of the sciences, and said that they had contributed not a little to the industrial development, commercial activity and material prosperity of Japan, America, Germany and other civilized countries. He also referred to the astonishing progess made in Baroda in respect of

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manual training and to its recent introduction in Mysore. He mentioned the defects in the existing system of education—the high encouragement given to cramming, the neglect to train the eye and the hand, and the absence of provision for character-building. The system must be completely overhauled, and to start with, the Vernacular schools could be taken in hand and reforms effected in them. He suggested the following changes and improvements:—(1) School buildings must be attractive and the surroundings kept cheerful and the equipment complete; (2) two acres of land should be attached to every Vernacular school to give instruction in agriculture; (3) text-books should contain ideas of a pure and progressive character; (4) the distinction between Primary, Middle and High Schools should be abolished; (5) examinations should be done away with and children should attend school for as many years as possible under good teaching —a principle which was the secret of the superiority of the German system over the other systems; and (6) the curricula must be curtailed and simplified, manual training and science being substituted to a large extent for the literary portion. He further suggested that a number of teachers should be trained to teach manual training and natural science, and the easiest way would be to introduce those subjects into the Normal school. At the beginning of the next session, manual training and agricultural instruction might be introduced.

In regard to primary education, the member said that during the past 40 years, 27 per cent. of the boys and 14 per cent. of the girls of the school-going age were under instruction, while in Japan, the percentage of girls was 90 per cent. for the same period. He therefore urged free and compulsory primary education.

Mr. K. G. Sesha Iyer (Member, Central Association, Trivandrum) said that, on two previous occasions he had the privilege to bring the subject of free and compulsory education for the consideration of Government, and that if he again pressed the subject for a third time, it was because he was thoroughly convinced of the far-reaching influence of the measure on the material and social well-being of the people of the State. In one progressive Native State, primary education has become both free and compulsory, while, since the last session, in Hyderabad, Mysore and Pudukotta, primary education has been declared free. Even the British Indian Government has declared it as within the range of practical politics. In those circumstances, he requested that, whatever might be the necessity

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for curtailing expenditure in various other departments, Government might be pleased at least to treat the department of education with real generosity and would not grudge any amount, that might have to be spent on the training of the national intelligence, as a drain on the public treasury. It was not like those cases of expenditure where the benefit was enjoyed only by a particular section of the people or a particular portion of the country. The subject concerned the whole State, both the poor and the rich alike. The member invited attention to the fact that, in Europe and America, primary education was free and compulsory. Want of funds had been pleaded against effecting this desirable reform on prior occasions. A more impoverished country than Switzerland could not be found. In that State, the expenditure on education was about 50 per cent. of the revenue of the State. That would give an idea of what European nations were prepared to do in respect of education. He said he was sure that, when compared with the expenditure in other civilized countries, nobody would say that the expenditure this State had been incurring was very great or overmuch. He therefore recommended the subject for the very earnest consideration of Government.

Mr. K. Narayana Panickar (Member, Karunagapalli Taluk) urged that primary education should be made compulsory or that all the necessary facilities should be provided for its spread.

Mr. M. K. Narayana Pillai (Member, Mavelikara Taluk) spoke in support of free and compulsory primary education.

Dewan's reply.—I need hardly tell the Assembly that the desire expressed to make primary education free and to make it compulsory has the complete sympathy of Government. It is not, however, solely a question of abolishing fees in all Government primary schools. If you make education free, it means that Government will have to compensate the managers of aided institutions to the extent which they lose by foregoing their fees. If we do not do that, many of the aided institutions will disappear; and in the attempt to make education free and compulsory, we may end in reducing the volume of it considerably. Unless we are prepared to make primary education free, we cannot make it compulsory. That being the state of affairs, all that I can tell you is that your suggestions will be borne in mind as ideals to be achieved in due time.

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But I cannot hold out much hope of anything being done in the immediate future in those directions.

In regard to providing manual training in schools, Government hopes to take action at an early date.

58. *Admission of Elava children into public schools.*

Mr. M. Govindan (Member, S. N. D. P. Yogam, Trivandrum) presented a memorial on the subject of free admission of Elavas into all public schools, signed by 64 Representatives of the Assembly, and requested that Government might be pleased to bestow their kind consideration on the subject. He said that one of the great disabilities of the Elavas, who formed a large class of tax-payers in Travancore, was that they were being denied admission into many public schools. The girls' schools throughout the State into which Elava girls were being admitted numbered less than half a dozen. The answer given at the last session was that the unrestricted admission of Elava girls into caste schools was not then feasible. To say that almost all Government schools were only caste schools for the education of the children of a few classes was to beg the question. Proximity to temples and palaces was another objection raised against admission into some vernacular schools. He said he was not aware of any instance of a school situated within the premises of a palace or temple used as such. Regarding their proximity outside the premises, he did not think any valid objection could be raised at this time of the day. The phrases 'caste schools' and 'proximity to temples and palaces' were so vague and indefinite that subordinate educational officers were making use of them effectually to exclude Elavas from all schools into which they had not previously got admission. He instanced the case of the Government school at Varkalai into which Elavas were refused admission on one pretext or other. The member finally referred to the exclusion of the Elavas from the Ayurvedic Patasala and the Sanskrit College and said that Elavas were not admitted even for the Ayurvedic examination, though they qualified themselves for appearing.

Mr. K. Narayana Panicker (Member, Karunagapalli Taluk) spoke in support of the representation.

Dewan's reply.—All Government institutions are now open to members of the Elava community *theoretically*. The Elava members, however, complain that, *in practice*, their children do not always get admission. Now, we have a certain number of schools which are situated in

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